How Teach Grammar Book

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learning to teach grammar is the ideal companion for anyone looking for fresh hands on ideas on teaching grammar in their classrooms particularly trainee english language teachers or those recently qualified looking to increase their confidence in teaching grammar learning to teach grammar can be used both for self study or as a coursebook for groups in training it consists of an introduction ten units based on specific areas of grammar and a glossary

shortlisted for educational book of the year at the education resources awards 2021 everything you need to teach grammar in the primary classroom what is the subjunctive mood

AND WHEN DO YOU USE A SEMI COLON ARE THESE QUESTIONS THAT YOU AS A TEACHER ARE AFRAID TO ASK CUE THIS BOOK WRITTEN BY TWO EXPERIENCED TEACHERS THE GRAMMAR BOOK PROVIDES EVERYTHING YOU NEED TO TEACH GRAMMAR AT PRIMARY LEVEL COVERING WHAT YOU NEED TO KNOW AS WELL AS PRACTICAL IDEAS TO ENLIVEN YOUR TEACHING THIS BOOK WILL MAKE GRAMMAR FUN AND ENGAGING FOR BOTH THE PUPILS AND FOR YOU TOO WRITTEN IN ZO⍰ AND TIMOTHY PARAMOUR S FUNNY FRANK AND REASSURING STYLE THIS DEFINITIVE GUIDE IS ALL ABOUT THE IMPORTANCE OF TEACHING GRAMMAR AS A TOOL FOR WRITING NOT AS AN EXTRA AND CERTAINLY NOT AS A BORING LESSON INSTEAD THE IDEAS PRESENTED ARE LINKED TO A RANGE OF NATIONAL CURRICULUM UNITS WITH ORIGINAL SHORT TEXTS THROUGH WHICH THE TEACHING OF GRAMMAR IS USED TO SUPPORT THE DELIVERY OF THE WIDER ENGLISH CURRICULUM AND PREPARE CHILDREN FOR SPELLING PUNCTUATION AND GRAMMAR SPAG ASSESSMENTS ALL TEACHING RESOURCES CAN ALSO BE DOWNLOADED FROM THE COMPANION WEBSITE EACH CHAPTER COVERS A DIFFERENT ELEMENT OF GRAMMAR AND PROVIDES YOU WITH EVERYTHING YOU NEED TO KNOW AS WELL AS TEACHING IDEAS CROSS CURRICULAR LINKS AND RESOURCES MAKING THE GRAMMAR BOOK A MUST HAVE RESOURCE FOR TEACHING PRIMARY GRAMMAR EFFECTIVELY IN THE CLASSROOM OR AS PART OF HOMESCHOOLING

HOW TO TEACH GRAMMAR OFFERS ACCESSIBLE AND AUTHORITATIVE ADVICE AND GUIDANCE ON TEACHING GRAMMAR IT COVERS BOTH SUBJECT KNOWLEDGE AND CLASSROOM PRACTICE PROVIDING PRACTICAL RECOMMENDATIONS TO HELP ENGLISH TEACHERS IMPROVE THEIR OWN DEPTH OF UNDERSTANDING OF GRAMMAR AND THEIR CONFIDENCE AND ABILITY TO DELIVER SUCCESSFUL GRAMMAR TEACHING

THE TEACHER S GRAMMAR BOOK SECOND EDITION INTRODUCES THE VARIOUS GRAMMARS THAT INFORM WRITING INSTRUCTION IN OUR SCHOOLS AND EXAMINES METHODS STRATEGIES AND TECHNIQUES THAT CONSTITUTE BEST CLASSROOM PRACTICES FOR TEACHING GRAMMAR AND WRITING DESIGNED FOR STUDENTS WHO ARE PREPARING TO BECOME ENGLISH OR LANGUAGE ARTS TEACHERS AS WELL AS FOR CREDENTIALED TEACHERS WHO WANT AN EASY TO USE GUIDE TO QUESTIONS OF METHODS GRAMMAR AND TEACHING THIS OVERVIEW OF BASIC ENGLISH GRAMMAR INCLUDES THE FOLLOWING MAJOR TOPICS A BRIEF HISTORY OF GRAMMAR TEACHING GRAMMAR GRAMMAR AND WRITING TRADITIONAL GRAMMAR TRANSFORMATIONAL GENERATIVE GRAMMAR COGNITIVE GRAMMAR DIALECTS BLACK ENGLISH AND CHICANO ENGLISH NEW IN THE REORGANIZED AND FULLY UPDATED SECOND EDITION NEW CHAPTER GIVING A BRIEF HISTORY OF GRAMMAR AND GRAMMAR INSTRUCTION NEW CHAPTER ON BEST PRACTICES STRATEGIES AND TECHNIQUES THAT ACTUALLY WORK EXPANDED CHAPTER ON COGNITIVE GRAMMAR A TOPIC NOT FOUND IN OTHER TEXTS OF THIS NATURE EXPANDED CHAPTER ON DIALECTS SUMMARY AND EVALUATION OF THE MINIMALIST PROGRAM NOAM CHOMSKY S MOST RECENT REVISION OF TRANSFORMATIONAL GENERATIVE GRAMMAR A TOPIC UNIQUE AMONG TEXTS OF THIS KIND AND REDUCED DISCUSSION OF TRANSFORMATIONAL GRAMMAR

IF YOU WANT TO START AN ARGUMENT IN A TEACHERS LOUNGE BRING UP THE TOPIC OF HOW BEST TO TEACH GRAMMAR THERE IS A WIDE SPECTRUM OF OPINION TRADITIONALISTS CLAIM THAT WE MUST EXPLICITLY TEACH GRAMMAR STUDENTS DRILL THE BASICS AND DIAGRAM SENTENCES SOMETIMES THEIR STUDY AND DRILLS TAKE THE PLACE OF WRITING BUT THESE TEACHERS CLAIM THAT GOOD WRITING DEMANDS GOOD GRAMMAR AT THE OPPOSITE END OF THE SPECTRUM ARE TEACHERS WHO CLAIM THAT THE BEST WAY TO LEARN GRAMMAR IS TO WRITE THEREBY BEING FORCED TO USE GRAMMAR IN WRITING AND EDITING THEY REASON THAT STUDENTS WILL LEARN GRAMMAR IN THE CONTEXT OF ACTUALLY USING IT WITHOUT ALL THE DRILLS AND WORKSHEETS THEY TRUST THE WRITING PROCESS TO INSTILL AN APPRECIATION FOR GRAMMAR INSTEAD OF ACTUALLY TEACHING IT TEACHERS ON THE WRITE TO LEARN GRAMMAR SIDE CLAIM THAT STUDENTS WHO ARE ONLY TAUGHT GRAMMAR RULES MIGHT PASS TESTS BUT SINCE THEY DIDN T LEARN IN THE CONTEXT OF WRITING THEY TYPICALLY DON T APPLY THE RULES WHEN THEY WRITE GRAMMAR TRADITIONALISTS SAY STUDENTS IN WRITING CLASSES NEVER LEARN GRAMMAR AT ALL BECAUSE IT IS NOT EXPLICITLY TAUGHT IN TOOLS NOT RULES AUTHORS TOMMY THOMASON AND GEOFF WARD TAKE THE MIDDLE GROUND POSITION THAT GRAMMAR SHOULD BE TAUGHT AS PART OF THE WRITING PROCESS TOMMY THOMASON IS A VETERAN JOURNALIST AND UNIVERSITY JOURNALISM PROFESSOR AT TCU GEOFF WARD IS A WELL KNOWN AUSTRALIAN PROFESSOR AND ASSOCIATE DEAN FROM JAMES COOK UNIVERSITY IN TOWNSVILLE BOTH HAVE WRITTEN SEVERAL BOOKS AND WORK EXTENSIVELY WITH AMERICAN TEACHERS PUBLISHER S WEBSITE ELOQUENTBOOKS COM TOOLSNOTRULES TEACHINGGRAMMARINTHEWRITINGCLASSROOM HTML

THIS ESSENTIAL GUIDE OFFERS A FRESH APPROACH TO INTEGRATING GRAMMAR EFFECTIVELY INTO THE CLASSROOM AS A VITAL STRAND OF ENGLISH THAT BOTH ENLIVENS AND ENRICHES STUDENTS UNDERSTANDING OF LITERATURE IT AIMS TO DEMYSTIFY GRAMMAR AND EMPOWER TEACHERS WITH THE KNOWLEDGE INSPIRATION AND PRACTICAL IDEAS TO CONFIDENTLY TEACH GRAMMAR TO STUDENTS AT ANY STAGE OF THEIR SECONDARY EDUCATION THE AUTHORS DEMONSTRATE THAT ROUTINELY WEAVING GRAMMAR INTO LESSONS AND THE STUDY OF LITERATURE RATHER THAN TEACHING IT AS AN ABSTRACT SET OF RULES ENABLES STUDENTS TO SEE GRAMMAR IN A MORE FLEXIBLE ENJOYABLE AND EXCITING WAY EACH CHAPTER CLEARLY DEFINES COMPLEX TERMINOLOGY AND PROVIDES AN ESSENTIAL OVERVIEW OF RELEVANT SUBJECT KNOWLEDGE WITH MULTIPLE EXAMPLES OF TEXTUAL ANALYSIS AND A VARIETY OF ADAPTABLE LESSON PLANS FOR POPULAR KEY STAGE 3 AND KEY STAGE 4 TEXTS THE BOOK SHOWS HOW GRAMMATICAL REQUIREMENTS CAN BE TAUGHT IN A LIVELY LITERATURE BASED MANNER DEVELOPING STUDENTS UNDERSTANDING AND IMPROVING THE QUALITY OF THEIR CREATIVE AND ACADEMIC WRITING TAUGHT LIKE THIS GRAMMAR BECOMES A DECODING TOOL A KEY TO UNLOCKING DEEPER MEANING WITHIN TEXTS THAT ENRICHES THE READING EXPERIENCE CONSIDERING A WIDE RANGE OF TEXTS TEACHING GRAMMAR THROUGH LITERATURE THOROUGHLY WORKS THROUGH CORE GRAMMATICAL CONCEPTS SUCH AS SENTENCES AND

SENTENCE CLAUSES NOUNS VERBS DETERMINERS PUNCTUATION EXTENSION VOCABULARY THIS BOOK IS A SOURCE OF FRESH AND EXCITING IDEAS FOR ALL PRACTISING SECONDARY SCHOOL ENGLISH TEACHERS IT WILL REVOLUTIONALISE TEACHING AND ENRICH STUDENTS UNDERSTANDING OF LITERATURE AND THE GRAMMATICAL THEORY WITHIN

THE TEACHER S GRAMMAR OF ENGLISH ENABLES ENGLISH LANGUAGE TEACHERS AND TEACHERS IN TRAINING TO FULLY UNDERSTAND AND EFFECTIVELY TEACH ENGLISH GRAMMAR WITH COMPREHENSIVE PRESENTATION OF FORM MEANING AND USAGE ALONG WITH PRACTICAL EXERCISES AND ADVICE ON TEAACHING DIFFICULT STRUCTURES IT IS BOTH A COMPLETE GRAMMAR COURSE AND AN ESSENTIAL REFERENCE TEXT BACK COVER

TEACHING GRAMMAR CREATIVELY IS A PRACTICAL NEW RESOURCE BOOK THAT OFFERS A VARIETY OF LESSONS AND ACTIVITIES FOR EVERYDAY USE IN ENGLISH LANGUAGE CLASSES IT AIMS TO STIMULATE STUDENTS IMAGINATION HUMOUR AND CREATIVITY AND INCREASE THE EFFECTIVENESS OF GRAMMAR PRACTICE THE BOOK OFFERS MORE THAN 50 COMPLETE LESSONS COVERING A WIDE RANGE OF GRAMMAR STRUCTURES LEARNER LEVELS AND AGE GROUPS EACH LESSON IS DIVIDED INTO TWO MAIN SECTIONS LANGUAGE AWARENESS ACTIVITIES AND CREATIVE GRAMMAR PRACTICE THE LANGUAGE AWARENESS ACTIVITIES ARE DESIGNED TO INTRODUCE AND PROVIDE INITIAL PRACTICE OF ITEMS THAT MAY STILL BE UNFAMILIAR TO STUDENTS THE CREATIVE GRAMMAR PRACTICE SECTION PROVIDES IDEAS FOR A DEEPER AND MORE PERSONALISED FAMILIARISATION WITH THESE ITEMS ALWAYS WITH AN ELEMENT OF INDIVIDUAL CREATIVITY EACH LESSON ENDS WITH THE CREATION OF A LEARNER TEXT A PERMANENT AND ORIGINAL RECORD OF THE GRAMMAR IN THE FORM OF A STORY OR A POEM FOR EXAMPLE

AN IMPORTANT CONTRIBUTION TO THE EMERGING BODY OF RESEARCH BASED KNOWLEDGE ABOUT ENGLISH GRAMMAR THIS VOLUME PRESENTS EMPIRICAL STUDIES ALONG WITH SYNTHESES AND OVERVIEWS OF PREVIOUS AND ONGOING WORK ON THE TEACHING AND LEARNING OF GRAMMAR FOR LEARNERS OF ENGLISH AS A SECOND FOREIGN LANGUAGE IT EXPLORES A VARIETY OF APPROACHES INCLUDING FORM FOCUSED INSTRUCTION CONTENT AND LANGUAGE INTEGRATION CORPUS BASED LEXICOGRAMMATICAL APPROACHES AND SOCIAL PERSPECTIVES ON GRAMMAR INSTRUCTION NINE CHAPTER AUTHORS ARE PRIORITY RESEARCH GRANT OR DOCTORAL DISSERTATION GRANT AWARDEES FROM THE INTERNATIONAL RESEARCH FOUNDATION FOR ENGLISH LANGUAGE EDUCATION TIRF AND FOUR OVERVIEW CHAPTERS ARE WRITTEN BY WELL KNOWN EXPERTS IN ENGLISH LANGUAGE EDUCATION EACH RESEARCH CHAPTER ADDRESSES ISSUES THAT MOTIVATED THE RESEARCH THE CONTEXT OF THE RESEARCH DATA COLLECTION AND ANALYSIS FINDINGS AND DISCUSSION AND IMPLICATIONS FOR PRACTICE POLICY AND FUTURE RESEARCH THE TIRF SPONSORED RESEARCH WAS MADE POSSIBLE BY A GENEROUS GIFT FROM BETTY AZAR THIS BOOK HONORS HER CONTRIBUTIONS TO THE FIELD AND RECOGNIZES HER GENEROSITY IN COLLABORATING WITH TIRF TO SUPPORT RESEARCH ON ENGLISH GRAMMAR TEACHING AND LEARNING ENGLISH GRAMMAR IS THE SECOND VOLUME IN THE GLOBAL RESEARCH ON

TEACHING AND LEARNING ENGLISH SERIES CO PUBLISHED BY ROUTLEDGE AND TIRF

THIS COMPREHENSIVE GUIDE TO TEACHING ENGLISH GRAMMAR IS A MUST READ FOR TEACHERS LINGUISTS AND ANYONE INTERESTED IN THE SCIENCE OF LANGUAGE BASED ON BARBOUR S YEARS OF EXPERIENCE IN THE FIELD THIS BOOK OFFERS PRACTICAL ADVICE AND EXAMPLES FOR TEACHING GRAMMAR EFFECTIVELY AS WELL AS A DETAILED HISTORICAL OVERVIEW OF THE EVOLUTION OF THE ENGLISH LANGUAGE THIS BOOK IS AN ESSENTIAL RESOURCE FOR ANYONE SEEKING TO IMPROVE THEIR UNDERSTANDING AND TEACHING OF ENGLISH GRAMMAR THIS WORK HAS BEEN SELECTED BY SCHOLARS AS BEING CULTURALLY IMPORTANT AND IS PART OF THE KNOWLEDGE BASE OF CIVILIZATION AS WE KNOW IT THIS WORK IS IN THE PUBLIC DOMAIN IN THE UNITED STATES OF AMERICA AND POSSIBLY OTHER NATIONS WITHIN THE UNITED STATES YOU MAY FREELY COPY AND DISTRIBUTE THIS WORK AS NO ENTITY INDIVIDUAL OR CORPORATE HAS A COPYRIGHT ON THE BODY OF THE WORK SCHOLARS BELIEVE AND WE CONCUR THAT THIS WORK IS IMPORTANT ENOUGH TO BE PRESERVED REPRODUCED AND MADE GENERALLY AVAILABLE TO THE PUBLIC WE APPRECIATE YOUR SUPPORT OF THE PRESERVATION PROCESS AND THANK YOU FOR BEING AN IMPORTANT PART OF KEEPING THIS KNOWLEDGE ALIVE AND RELEVANT

TEACHING GRAMMAR IN THE ENGLISH LANGUAGE CLASSROOM FROM THEORY TO PRACTICE IS A COMPREHENSIVE GUIDE FOR EDUCATORS SEEKING TO BRIDGE THE GAP BETWEEN GRAMMAR THEORY AND EFFECTIVE CLASSROOM PRACTICE THIS BOOK EXPLORES GRAMMAR NOT MERELY AS A SET OF RULES TO BE MEMORIZED BUT AS A DYNAMIC TOOL FOR COMMUNICATION AND LANGUAGE DEVELOPMENT GROUNDED IN BOTH TRADITIONAL AND CONTEMPORARY APPROACHES IT PROVIDES TEACHERS WITH THE KNOWLEDGE STRATEGIES AND PRACTICAL TOOLS TO TEACH GRAMMAR IN ENGAGING MEANINGFUL WAYS THE BOOK BEGINS BY DEFINING GRAMMAR AND ITS ESSENTIAL COMPONENTS MORPHOLOGY SYNTAX AND PATTERNS HIGHLIGHTING ITS CENTRAL ROLE IN LANGUAGE COMPETENCE AND ITS INTERPLAY WITH READING WRITING SPEAKING AND LISTENING IT THEN EXPLORES KEY THEORIES OF GRAMMAR ACQUISITION FROM BEHAVIORIST DRILLS TO COGNITIVE PROCESSING KRASHEN S INPUT HYPOTHESIS SWAIN S OUTPUT HYPOTHESIS USAGE BASED APPROACHES AND SOCIOCULTURAL PERSPECTIVES HELPING TEACHERS UNDERSTAND HOW LEARNERS INTERNALIZE GRAMMATICAL STRUCTURES PRACTICAL APPROACHES TO TEACHING GRAMMAR ARE PRESENTED WITH CLARITY INCLUDING DEDUCTIVE AND INDUCTIVE METHODS FOCUS ON FORM VERSUS FOCUS ON MEANING EXPLICIT AND IMPLICIT INSTRUCTION AND TASK BASED LEARNING MODELS THE BOOK EMPHASIZES INTEGRATING GRAMMAR INTO COMMUNICATIVE LANGUAGE TEACHING USING TECHNIQUES SUCH AS DICTOGLOSS INPUT ENHANCEMENT AND INFORMATION GAP TASKS TO BALANCE ACCURACY WITH FLUENCY INNOVATIVE TOOLS TEND METHODS ARE EXPLORED INCLUDING CORPUS BASED INSTRUCTION DATA DRIVEN LEARNING TECHNOLOGY ENHANCED TEACHING AI SUPPORTED FEEDBACK AND GAMIFIED ACTIVITIES DETAILED GUIDANCE IS PROVIDED ON SELECTING AND SEQUENCING GRAMMAR CONTENT DESIGNING LESSONS ASSESSING GRAMMAR KNOWLEDGE AND TAILORING INSTRUCTION FOR DIVERSE LEARNER GROUPS FROM YOUNG LEARNERS TO ACADEMIC ENGLISH STUDENTS

BEYOND METHODS AND TOOLS THE BOOK ENCOURAGES REFLECTIVE PRACTICE OFFERING STRATEGIES FOR LESSON REFLECTION ACTION RESEARCH PEER OBSERVATION AND PROFESSIONAL GROWTH IT ALSO SITUATES GRAMMAR TEACHING WITHIN CONTEMPORARY FRAMEWORKS INCLUDING CEFR STANDARDS CLIL GENRE BASED APPROACHES AND SYSTEMIC FUNCTIONAL LINGUISTICS FINALLY THE BOOK LOOKS AHEAD TO THE FUTURE OF GRAMMAR TEACHING HIGHLIGHTING TRENDS SUCH AS ADAPTIVE LEARNING MULTIMODAL INSTRUCTION AND AI SUPPORTED PERSONALIZATION URGING EDUCATORS TO RETHINK GRAMMAR AS PATTERNING FOR MEANING IN AN EVER EVOLVING CLASSROOM DESIGNED FOR PRE SERVICE AND IN SERVICE TEACHERS TEACHER EDUCATORS AND CURRICULUM DEVELOPERS TEACHING GRAMMAR IN THE ENGLISH LANGUAGE CLASSROOM FROM THEORY TO PRACTICE IS BOTH A PRACTICAL HANDBOOK AND AN INSPIRING GUIDE EQUIPPING TEACHERS TO FOSTER CONFIDENT COMPETENT AND COMMUNICATIVE LANGUAGE LEARNERS

CO PUBLISHED BY ROUTLEDGE AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH COMPLEMENTING CROVITZ AND DEVEREAUX S SUCCESSFUL GRAMMAR TO GET THINGS DONE THIS BOOK DEMYSTIFIES GRAMMAR IN CONTEXT AND OFFERS DAY BY DAY GUIDES FOR TEACHING TEN GRAMMAR CONCEPTS GIVING TEACHERS A MODEL AND VOCABULARY FOR DISCUSSING GRAMMAR IN REAL WAYS WITH THEIR STUDENTS THROUGH APPLIED PRACTICE IN REAL WORLD CONTEXTS THE AUTHORS EXPLAIN HOW TO DEVELOP STUDENTS MASTERY OF GRAMMAR AND ANSWER DIFFICULT QUESTIONS ABOUT USAGE DEMONSTRATING HOW GRAMMAR ACTS AS A TOOL FOR SPECIFIC PURPOSES IN STUDENTS LIVES ACCESSIBLY WRITTEN AND ORGANIZED THE BOOK PROVIDES TEN ADAPTABLE ACTIVITY GUIDES FOR EACH CONCEPT ILLUSTRATING INSTRUCTION FROM A USE BASED PERSPECTIVE MIDDLE AND HIGH SCHOOL PRESERVICE AND INSERVICE ENGLISH TEACHERS WILL GAIN CONFIDENCE IN THEIR OWN GRAMMAR KNOWLEDGE AND LEARN HOW TO TEACH GRAMMAR IN WAYS THAT ARE UNIQUELY ACCESSIBLE AND PURPOSEFUL FOR STUDENTS

CREATIVE APPROACHES TO TEACHING GRAMMAR IS AN EASILY ACCESSIBLE PRACTICAL GUIDE FULL OF IDEAS TO SUPPORT TEACHERS IN MAKING THE LEARNING OF GRAMMAR A NATURAL PART OF DEVELOPING THEIR STUDENTS AS WRITERS AND AS READERS WRITTEN FOR THOSE TEACHING YEARS 5 6 7 AND 8 THE AUTHORS APPROACH CONCENTRATES ON THE INDIVIDUAL NEEDS OF STUDENTS RATHER THAN OF A YEAR GROUP AS A WHOLE SPLIT INTO TWO MAIN SECTIONS THE FIRST LOOKS AT CREATIVE WAYS OF EXPLORING GRAMMAR AND INCLUDES MORE THAN FORTY IDEAS THAT CAN BE IMPLEMENTED INTO THE CLASSROOM THIS SECTION CAN BE USED AS A QUICK RESOURCE OR THE WHOLE SEQUENCE CAN BE FOLLOWED TO ENSURE STUDENTS ARE INVESTIGATING EXPLORING AND HAVING FUN WITH GRAMMAR THE SECOND SECTION INCLUDES AN EXTENSIVE GLOSSARY OF TERMS TO DEVELOP A FULL UNDERSTANDING OF GRAMMAR WHICH CAN BE USED TO AUDIT YOUR OWN COMPETENCES AND HIGHLIGHT AREAS FOR FURTHER DEVELOPMENT CREATIVE IDEAS EXPLORED INCLUDE BEING SILLY WITH GRAMMAR FAVOURITE WORDS EXPLODING SENTENCES WRITING FOR REAL AUDIENCES NEW PUNCTUATION MARKS AND EMOTICONS SORTING OUT CONFUSING WORDS BROADENING ACTIVE VOCABULARY TOP TEN SPELLING TIPS FLEXING YOUR VOCABULARY

Brain redundancy in language creative approaches to teaching grammar is a truly practical guide that is a must read for anyone teaching grammar to years 5 6 7 and 8 with plenty of ideas to implement into the classroom it encourages students to take ownership of their own learning and progress

Teaching grammar from rules to reasons outlines an alternative approach to teaching grammar in the language classroom rather than just considering the standard rules of grammar it explores what speakers and writers of english actually do with grammar it then considers how students can be guided to discover what those speakers and writers mean this book offers you lesson materials systematic lesson procedures and discovery techniques it also explores replication activities that you can incorporate into a syllabus and use as demonstration lessons teaching grammar from rules to reasons aims to help teachers to develop their knowledge of grammarprovide a source of grammar lessonsinstigate new ways of planning and organising lessons

How to teach grammar offers accessible and authoritative advice and guidance on teaching grammar it covers both subject knowledge and classroom practice providing practical recommendations to help english teachers improve their own depth of understanding of grammar and their confidence and ability to deliver successful grammar teaching

First published in 2010 routledge is an imprint of taylor francis an informa company

Instill grammar fundamentals using lessons that stick in this book authors amy benjamin and joan berger share procedures for teaching grammar effectively and dynamically in ways that appeal to students and teachers alike ideal for teachers just beginning their work in grammar instruction this book includes day by day units and reproducibles to help them embed grammar lessons into writing instruction using visuals wordplay problem solving and pattern finding activities teachers can forgo methods that fail to engage students in grammar through a series of activities designed to delve deeper into grammar learning the authors share strategies that have proven successful during their extensive years of teaching and literacy consulting topics include using time wisely assess for cumulative understanding and development of writing style the verb map a visual metaphor of the verb system teaching parts of speech for effective expression not just memorization and more

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